



Challenges Faced By Pre-Service English Teachers: Designing Lesson Plans For The Merdeka Curriculum

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Abstract. The aims of this research are to know what the challenges faced by pre-services teachers to designing lesson plan for the merdeka curriculum at SMPN 23 South Bengkulu: knowing the challenges faced by pre-service teachers in designing the lesson plan merdeka curriculum in English language learning. This research method uses a qualitative approach with data collection techniques in the form of observation, interviews and documentation as well as data analysis technique in the form of organizing and familiarizing, coding and reducing and interpreting and representings. The result of this research found that: first, this study reveal several challenges encountered by pre-service teachers in designing Lesson Plans (RPP) aligned with the Merdeka Curriculum. One major challenge lies in assessment practices, as many students still receive low scores, resulting in the failure to meet intended learning objectives. Second, the researcher is that the majority of students can understand the material given by the teacher based on the existing lesson plan, but there are some students who still do not understand some parts of the learning process. This is what causes several meetings that may cause a mismatch between the lesson plan and the material to be delivered at several meetings.

Keywords: *Pre-Service Teacher, Challenges Faced, Designing, Lesson Plan.*

INTRODUCTION

Teachers play a crucial role in creating a positive learning environment that makes the learning process enjoyable and engaging. Teachers' roles are crucial as they are responsible for designing, planning, and delivering instruction to students based on the curriculum objectives. Teachers must deeply understand the curriculum, goals, individual needs, and learning styles. To make effective teaching, they must understand how students learn and think. As part of their responsibilities, teachers must be able to design effective learning. To enhance content delivery, they must be conscious of the factors contributing to effective learning that positively affect students' academic performance (Saoke et al., 2022).

In this context, the Merdeka Curriculum which was introduced in Indonesia as a replacement for the 2013 Curriculum, aims to address the challenges of traditional learning by promoting a more flexible and student-centered approach. The curriculum emphasizes the development of key competencies, life skills, creativity, and innovation, alongside academic proficiency, to ensure a well-rounded education for students (Riyan Rizaldi & Fatimah, 2022). The Merdeka Curriculum was initially introduced as an emergency response during the COVID-19 pandemic. Its main goal is to adapt education to students' interests and skill levels while ensuring that the teaching process remains flexible and responsive to changing conditions. This shift represents a significant departure from the rigid structure of the previous 2013 Curriculum, which required fixed learning hours for each subject. Teachers are now encouraged to develop lesson plans that cater to students' needs, incorporating more interactive and creative teaching

methods. Microteaching for pre-service teacher's instruction has traditionally been face-to-face as these teachers are prepared to teach in secondary schools.(Rakhmanina et al., 2022)

Designing effective lesson plans under the Merdeka Curriculum can be a challenging task for pre-service English teachers, especially considering the new terminology and methods introduced in this curriculum. Pre-service teachers must integrate various components such as learning objectives, competencies, and teaching strategies in their lesson plans. Additionally, they need to assess students' learning outcomes while ensuring that the lessons are relevant, engaging, and aligned with the curriculum's goals.

One of the key challenges is adjusting to the new terminology and the formulation of learning objectives, which may be unfamiliar or unclear to many educators (Firli et al., 2017). Pre-service teacher education programs aim to prepare future educators to meet the growing demands of teaching, equipping them with the necessary pedagogical knowledge and skills. However, even with the best training, pre-service teachers often face difficulties when applying these concepts in real classroom settings.

The Merdeka Curriculum was introduced to address these challenges and to facilitate the recovery of learning in the aftermath of the COVID-19 crisis. The curriculum emphasizes flexibility, independence, and the use of technology to meet the needs of students in a rapidly changing world. By providing more freedom for schools and teachers to design and deliver lessons that are tailored to students' needs, the Merdeka Curriculum aims to foster an environment of self-directed learning and personal growth (Marisa, 2021). This approach is intended to help students recover from learning disruptions and build the necessary competencies for the future.

Research indicates that many teachers struggle with the process of creating lesson plans, with some resorting to copying existing plans or using online templates without fully understanding the underlying principles of curriculum design (Firli et al., 2017). This issue is exacerbated by a lack of training and support in adapting to the new curriculum, making it difficult for teachers to implement the changes effectively.

The challenges faced by pre-service teachers in designing lesson plans for the Merdeka Curriculum highlight the need for further research and support. Understanding the specific difficulties they encounter will provide valuable insights into how the curriculum can be better implemented and how teacher training programs can be improved to address these challenges.

LITERATURE REVIEW

Pre service teaching is a period of guided, supervised teaching. The college student is gradually introduced into the teaching role for a particular class by a mentor or cooperating teacher. The cooperating teacher works with and encourages the pre service teacher to assume greater responsibility in classroom management and instruction as the experience progresses. The pre service teacher begins as an observer and finishes the pre service teaching experience as a competent profession. According to Wardani and Suparno,(Wardhani, 1994) teaching practice or pre service teachers already should be used as the main grip for the institution of education to create professional teachers in the future.

1. The strategies of Pre-service English Teacher In designing Lesson plan For Merdeka Curriculum

An organization's strategies and plans to accomplish its long-term objectives while considering its resources and the internal and external environments are referred to as its strategy. The key idea is that before designing anything, one must take certain actions to reach their aims as much as possible. These actions are taken with a critical attitude, taking into account the resources available and the state of the environment.Strategy is usually employed in order to achieve a goal. It suggests that employing a plan is essential to achieving an objective. If someone wants to do something, they need a plan. strategy in

education as a method, plan, or set of activities meant to achieve a certain learning goal. It suggests that when creating a module, a teacher needs to have a plan. in order for the instructor to fulfill the purpose of instruction(OKTIPIA SILMI, 2023). A strategy is a course of action for achieving a particular objective. All teachers utilize strategy because it allows them to create plans that are both well-thought-out and efficient.

2. The difficulties Pre-service English Teacher In designing Lesson plan For Curriculum Merdeka

Lesson planning is still a difficult job for teachers. A difficult job in the teaching profession is making the shift from a student to a pre-service teacher and becoming an effective teacher. Effective teaching can be done only with effective planning (Richards, J., & Bohlke, 2011). Thus, lesson planning is essential to good teaching. Preparing a lesson involves more than simply entering data into a template.

Creativity is the capacity to articulate one's own thoughts. Planning for classroom instruction is therefore one of the most important skills pre-service teachers must acquire during their training. The cornerstone of learning that endures is effective learning. The learning plan serves as a guide for the teachers as the pupils study. As a result, the instructor loses context while the students are studying, and even the time is inaccurate. This is how learning plans are organized to achieve learning objectives. Although the learning plan is administrative in nature, the teacher must be able to consider how the chosen method, the activities to be completed, the class mastery strategy, and the practice execution relate to and enhance one another in real-world situations(Alanazi, 2019).

However, teachers occasionally struggle with creating lesson plans. A mismatch between expectations and reality is called difficulties; some people regard it as not meeting their needs, while others see it as uncomfortable or as something that would keep them from teaching their teachers' goals. Problems can arise anywhere, including during learning activities and preparation. However, a teacher must be able to minimize or even overcome these problems by providing an appropriate solution to those that arise throughout the learning process and during the construction of lesson plans.

Merdeka Curriculum is a curriculum which gives freedom to the school to explore their abilities according to the means, inputs and resources that are owned, as well as give independence to the teacher to deliver essential and urgent material. And the most important thing is to give space broad and free for learners to more maximizing its potential obtain maximum educational results Merdeka Learning is a policy for restore the essence of the assessment. Draft Merdeka Learn to restore Education to the essence of the law to provide school independence understand basic competence curriculum into their assessment.

According to Ministry of Education and Culture, Merdeka Learning is giving freedom and autonomy to educational institutions and free from bureaucratization. The Core of Free Learning is a school, teachers and students have the freedom to innovate, free to learn with independent and creative.

The Merdeka curriculum focuses more on material that is essential and will not be too characteristic Textbook are not just about catching up on material only in textbooks. in principle, as explained by the ministry of education and culture, this independent curriculum is very flexible as well give a central role to the teacher to interpret and apply it in the field, curriculum Merdeka is also called the prototype curriculum given as an additional option for unit's education for recovery learning from 2022 to 2024.

Mulyasa stated that lesson plan is a plan which describes procedures and management of research in order to reach one or more basic competence regulated in the St and are Content and extended in the syllabus. (Meiristani & Mar'atussolikha, 2019) It means that there are steps and organizations developed by a teacher in a plan of course in order to achieve Competence-

Based that stated in the curriculum. The steps deal with the chain works conducted by the teacher in developing the lesson plan such as establishing the objective of research, indicators, materials, and methods. They should be done structurally in order to meet students' needs, interests, and be able to adjust students' ability appropriately.

METHODS

This research used descriptive-qualitative to achieve the research objective. This study is focused on providing a detailed and in-depth description of challenges faced by pre-service english teachers: designing lesson plans for the merdeka curriculum by conducting interviews and document analyses. The interview was conducted after the preservice teacher finished developing the lesson plan. The subjects of the research are pre-services English teachers. The pre-services English teachers in grades IX that teach in the first semester of the 2024/2025 academic year at SMPN 23 Bengkulu Selatan. The English teacher is used as research subjects because they are the ones who design, implement and follow up on pre-service English teachers in designing Merdeka Curriculum lesson plan.

The research instrument is a questionnaire, interview and observation used is guided interviews using interview guidelines that can show the direction of question and answer that is done. Interviews are used to obtain data regarding the of pre-service English teachers in designing Merdeka Curriculum lesson plan. Document analysis is used to obtain data as well as complementary questionnaire results, observations, and interviews. Teacher documents that are analyzed are learning tools in the form of syllabus and even semester learning plans (RPP). Document analysis was carried out by two analysts assisted by document analysis guideline instruments. Document analysis is used to obtain data regarding the pre-service English teachers in designing Merdeka Curriculum lesson plan. Document analysis is also used to confirm data obtained through interviews and observation.

RESULTS

In these steps, researcher showed the data collecting from instrument used in this study. The data was used to answer the questions by using interview and observation checklist. The data lead the researcher to the discussion and conclusion. The Challenges Faced by Pre-Service Teachers in Designing the Lesson Plan Merdeka Curriculum in English Language Learning. Below are the results of interviews by several teachers at SMPN 23 South Bengkulu;

Observation Result

A. Teacher 1

a. The objective of the lesson

The teacher provides learning achievements and objectives in the lesson plan as a guideline when teaching in class. The teaching method used is also a lecture or conventional method where the teacher is the center, but some meetings also often used small discussion groups where students are the center.

b. The Assigment Some types of assessments that are often used are tests that contain questions, whether multiple choice, essays, or quizzes given by the teacher, in addition to examining students' personalities, such as how students interact with teachers or other students and with themselves.

c. The material specified in the lesson is extraneous to the actual described learning activities. Sometimes there are some moments that are out of control that take time so that the teaching and learning process is disrupted, this is caused by several factors such as noisy students and many other things. that is also a challenge as a pre-service teacher, how to handle time, such as cutting some time such as ice breaking and delivering material so that it is in accordance with the series of schedules in the RPP.

- d. The instruction in which the teacher will engage is not efficient for the level of intended student learning. Efficient and effective learning depends on the lesson plan, whether it is in accordance with the existing lesson plan or not. If during the learning process the teacher uses the rules and the learning objectives in the lesson plan are achieved, then it can be said that the learning process is running effectively and efficiently, but if the learning objectives are not achieved, then it is possible that the learning method in the lesson plan is not appropriate for the students.
- e. The teaching activity described in the lesson plan does not contribute in a direct and effective way to the lesson objective. RPP is very important in supporting the learning process because without RPP it will be difficult to achieve learning objectives in the classroom for it is important for teachers to create RPP that is in accordance with the student's learning method in the classroom so that learning objectives are achieved but some students have their own characters and learning methods according to their respective needs also for that we as teachers must be observant and creative to find out what method is right for students in the learning process in the classroom. for that the right learning method is a challenge for teachers who must be more creative in choosing and sorting out the appropriate method and not monotonous in the application of the learning method used in the classroom.

B. Teacher 2

- a. The objective of the lesson

When teaching in class, the instructor uses the learning objectives and successes listed in the lesson plan as a reference. Although the teacher is at the core of lectures and other traditional teaching methods, students are also frequently at the center of small discussion groups at some meetings.

- b. The assignment

Tests that include multiple-choice, essay, or teacher-given quiz questions are among the often utilized assessment types. They also look at students' personalities, including how they interact with teachers, other students, and themselves.

- c. The material specified in the lesson is extraneous to the actual described learning activities. Occasionally, there are uncontrollable moments that disrupt the teaching and learning process; these can be produced by a variety of circumstances, including rowdy pupils, among others. As a pre-service teacher, managing time is another difficulty. For example, you may need to cut down on icebreakers and material delivery to fit in with the RPP's schedule.

- d. The instruction in which the teacher will engage is not efficient for the level of intended student learning. Whether the lesson plan is in line with the current lesson plan or not, it is essential for efficient and successful learning. It can be claimed that the learning process is operating effectively and efficiently if the teacher follows the rules and the learning objectives in the lesson plan are met. However, if the learning objectives are not met, it may be the case that the lesson plan's teaching strategy is inappropriate for the students.

- e. The teaching activity described in the lesson plan does not contribute in a direct and effective way to the lesson objective. RPP plays a crucial role in assisting the learning process because without it, it will be challenging to meet learning objectives in the classroom. Teachers must design RPPs that align with the learning styles of their students in order to meet learning objectives, but some students have unique learning styles and needs, so it is our responsibility as educators to be perceptive and innovative in determining which approach is best for each student during the classroom learning process.

Reporting Research Results

Table 1 Observation checklist of problems in designing lesson plan

Indicator	Yes	No	Point of indicator
The objective of the lesson		√	Conventional method teaching, small group.
The assessment	√		Many students get low assessment scores so they do not achieve their goals
The material specified in the lesson is extraneous to the actual described learning activities.	√		In some meetings, there were some presentations that were not in accordance with the learning material.
The instruction in which the teacher will engage is not efficient for the level of intended student learning.		√	teaching strategy of the lesson plan, lesson plan
The teaching activity described in the lesson plan does not contribute in a direct and effective way to the lesson objective.		√	Lesson plan objective

Based on the data above, there are several challenges faced by pre-service teachers, namely:

1. The assessment: Many students still get low scores when given assessments so they do not achieve their learning objectives.
2. The material specified in the lesson is extraneous to the actual described learning activities: When learning is given, there are also several meetings that do not correspond to the existing material.

Interview Result

- a) The objective of the lesson: The teacher includes learning objectives in the teaching module or lesson plan which is used as a reference in teaching, the method used is also a conventional method.
- b) The Assessment: During the assessment, the teacher provides an assessment in the form of written and unwritten tests. Written tests are in the form of written tests such as questions in the form of PG and essays, while unwritten tests are in the form of quizzes.
- c) The material specified in the lesson is extraneous to the actual described learning activities. Some meetings often do not contain material that is in accordance with the existing learning material because some students still do not understand the previous material so they repeat the material.
- d) The teaching activity described in the lesson plan does not contribute in a direct and effective way to the lesson objective: The teaching activities described in the lesson plan contribute directly and effectively to the lesson objectives. However, there are still some students who do not understand the material explained.

DISCUSSION

After analyzing the data, researcher discussed the results on several topics. The explanation below is the discussion of the findings. *The Challenges Faced by Pre-Service Teachers in Designing the Lesson Plan Merdeka Curriculum in English Language Learning.*

The findings of this study reveal several challenges encountered by pre-service teachers in designing Lesson Plans (RPP) aligned with the Merdeka Curriculum. One major challenge lies in assessment practices, as many students still receive low scores, resulting in the failure to meet intended learning objectives. This finding supports Kizlik's (2004) theory, which highlights that improperly formulated objectives and poorly selected assessment methods significantly hinder instructional effectiveness. The inability to align assessments with students' characteristics suggests that the planning process lacks contextual and responsive elements that are critical to student-centered instruction.

Another challenge involves the inconsistency between the planned lesson content and actual classroom implementation. Pre-service teachers often have to reteach previous material due to students' insufficient understanding, which prevents them from delivering the planned content effectively. This aligns with Alanazi's (2019) assertion that the gap between planning and practice reflects a lack of adaptive planning rooted in learners' real needs. Although the Merdeka Curriculum emphasizes flexibility, it poses challenges when pre-service teachers are not equipped with adaptive strategies for managing content and instructional time efficiently.

The findings also point to the inefficacy of instructional methods used. Despite the inclusion of learning objectives in the lesson plan, not all teaching strategies effectively facilitate student understanding. This indicates a mismatch between instructional strategies and learners' cognitive readiness. Firli et al. (2017) emphasize that in the context of the Merdeka Curriculum, teachers must develop engaging and contextually relevant instructional activities that align with the Pancasila student profile and promote active learning.

These findings reinforce earlier studies such as Widyastono (2011), who reported that teachers' skills in composing essential components of lesson plans including indicators, instructional activities, and assessments remain insufficient. Similar issues were noted by Kodriyah (2011) and Anindita Badianti (2013), where most teachers struggled to align their lesson plans with student characteristics and curriculum principles. This highlights the urgent need for structured training and mentoring programs in pre-service teacher education.

Theoretically, the challenges faced by pre-service teachers in this study reflect the complexity of Indonesia's curriculum reform, which shifts from content-based to competence-based learning. The Merdeka Curriculum requires teachers to not only comprehend curriculum structure but also implement student-centered principles. However, foundational theories such as constructivism and the Understanding by Design (UbD) framework remain underutilized in pre-service lesson planning.

Thus, this study emphasizes the necessity of capacity building for pre-service teachers through practice-oriented and reflective training models. Approaches such as microteaching, peer teaching, and lesson study are recommended to enhance the ability to design adaptive, contextual, and competency-oriented lesson plans. Additionally, stronger collaboration among academic supervisors, mentor teachers, and student teachers is crucial to fostering a supportive learning ecosystem that ensures the successful implementation of the Merdeka Curriculum.

Some of the challenges faced by pre-service teachers are in the form of providing assessments where many students still get low scores and do not achieve the existing learning objectives. In addition, other challenges faced by pre-service teachers are that in several meetings, there are often times when the lessons do not match the teaching modules in the lesson plan. This is not in line with what Kizlik showed, namely the most common problems in designing lesson plans in terms of formulating the objective, selecting the assessment, selecting the material, selecting the instruction, and choosing the teaching activity.

Another finding obtained by the researcher is that the majority of students can understand the material given by the teacher based on the existing lesson plan, but there are some students who still do not understand some parts of the learning process. This is what causes several meetings that may cause a mismatch between the lesson plan and the material to be delivered at several meetings.

This is also in line with previous research, namely the first by Widiastono in 2011. The research entitled "Kemampuan Guru dalam Menyusun Kurikulum Tingkat Satuan Pendidikan" Information regarding teachers' capacity to implement the school-based curriculum is what the researcher is looking for. 150 teachers from Jakarta, Bekasi, Depok, Bogor, and Tangerang participated in the study.

The study's findings show that teachers' proficiency in creating the school-based curriculum (syllabus), which includes indicators, learning activities, standard and basic competency, instructional materials, assessment, time allocation, and learning resources, was rather low.

Second kodriah 2011 The study was carried out at SMPN 1 Malang and SMPN 5 Malang, two junior high schools. In order to understand the curriculum and help students develop their competencies, the researcher came to the conclusion that the teachers had already developed the competence standards and basic competence, the learning indicators, the learning objectives, the time allotted, the instructional materials, the teaching and learning methods, the teaching and learning procedure, and the assessment based on the KTSP curriculum.

Thirdly, Anindita Badianti in 2013 entitled "The Analysis of Junior High School English Teachers' Lesson Plan". The amount to which the indicators, instructional objectives, teaching activities, resources, assessments, and lesson plan are explained was the main emphasis of this study. Three distinct schools SMPN 6 Surabaya, SMPN 2 Jombang, and SMPN 3 Tuban and five different former international junior high school teachers wrote the English lesson plans for grade 7. There are several attachments to the learning plan by pre-service teachers at SMPN 23 Bengkulu Selatan.

CONCLUSION

In this chapter the researcher wants to answer the research results based on the research problem. The problem in the research is the challenges faced by pre-service teacher in designing the lesson plan merdeka curriculum in English language learning. After analyzing the data, researchers can draw conclusions to answer the research questions. In this study, researchers used the theory from Kizlik the most frequent issues while creating lesson plans, include deciding on the instructional activity, instruction, material, assessment, and objective.

Based on the previous chapter, the researcher found that the assessment: A lot of pupils continue to receive low results on tests, which prevents them from meeting their learning goals. When the lesson's defined content is irrelevant to the learning activities that are really being described: During instruction, there are also a number of meetings that don't align with the current content.

According to the current lesson plan, the majority of students can comprehend the content provided by the teacher; yet, some students still struggle with some aspects of the learning process. This is another discovery the researcher came to. This is the reason for many meetings, which could lead to a discrepancy between the lesson plan and the content presented at multiple meetings.

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